

Here's What You'll Get in the The Other Side Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Visualizing Lesson Plan

The Other Side
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Visualizing

1
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

The Other Side is a story about a town with a long fence. The fence divides people according to the color of their skin. White people live on one side. Black people live on the other. That's because this story takes place during segregation. The fence makes it hard for black children and white children to become friends because they are not allowed to play on the other side of the fence. This is the story of how two girls figured out a way to become friends even though they have a fence dividing them.

Link to What You Know

- Do you have a special friend or group of friends that you play with a lot? Who are they?
- What do you like to play when you are with your friends?

Important Words to Know and Understand

Climbed - To move or go up (something), using your feet and often your hands

Sweater - A warm usually knitted piece of clothing for the upper part of your body

2
Learn About Comprehension Strategies

Why Readers Visualize While Reading

Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about and the text.

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.

Think about the text you read when you get confused

©BookPages.com

Guided Reading Level

Key Vocabulary

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Explanation of Strategy

Turn, Talk, and Reflect

Visualizing Lesson Plan

The Other Side
By: Jacqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Visualizing

3
Visualize While Reading

- Notice the words on author uses to describe people, places, things, and events
- Look at the pictures. Do your match the pictures in the book?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook

Page 2 - Notice the parts of the setting the author describes. How does the picture add more details to the setting?

Page 9 - What do you visualize when you read about the girl sitting on the fence in her raincoat? How does the picture match the rest of the text?

Page 13 - The author describes the setting with many details. What words are used to describe the setting? How do the words help you visualize the story?

Page 24 - What do you visualize when the author describes how the girls watched the whole world and them from the fence?

Page 27 - What do you imagine when the author writes that somebody's going to knock the fence down?

4
Notice the Work You Did While

- Think
- Talk
- Write

Time to Reflect

Think - What kinds of words helped you visualize while reading **The Other Side**? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk - Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character moved, or an action? Remember to ask your partner to share important images too.

Reflect - Think about the words in **The Other Side**. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Other Side**. (Remember to include examples from the book!)

©BookPages.com

Retelling and Summarizing

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Retell and Summarize While Reading

- Think about the important words in the text
- Use the words to retell the story
- Use the words to summarize the story

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook

Page 1 - Who are the main characters in the story? How do they look?

Page 17 - What happened after the girls met? How do the pictures help you understand what happened?

Page 22 - Anne and Cecile seemed to have a lot of fun. How do the pictures show that?

Page 28 - What happened at the end of the story?

Time to Reflect

Think - What kinds of words helped you visualize while reading **The Other Side**? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk - Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character moved, or an action? Remember to ask your partner to share important images too.

Reflect - Think about the words in **The Other Side**. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Other Side**. (Remember to include examples from the book!)

©BookPages.com

Making Connections

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Make Connections While Reading

- Does this book remind you of anything you've read before?
- Does this book remind you of anything you've seen or heard about in the world?

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook

Page 2 - Have you ever climbed over a fence? Make a **link to self** connection. What was on the other side?

Page 5 - What is being the story? How do you think about the girl sitting on the fence in her raincoat? How do the pictures help you understand what happened?

Page 12 - How do you think about the girl sitting on the fence in her raincoat? How do the pictures help you understand what happened?

Page 24 - How do you think about the girls watching the whole world and them from the fence? How do the pictures help you understand what happened?

Page 27 - How do you think about the author writing that somebody's going to knock the fence down? How do the pictures help you understand what happened?

Time to Reflect

Think - What kinds of words helped you visualize while reading **The Other Side**? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk - Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character moved, or an action? Remember to ask your partner to share important images too.

Reflect - Think about the words in **The Other Side**. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Other Side**. (Remember to include examples from the book!)

©BookPages.com

Identifying the Author's Purpose

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Identify the Author's Purpose While Reading

- Think about the author's purpose
- Use the author's purpose to understand the story

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook

Page 1 - Who are the main characters in the story? How do they look?

Page 17 - What happened after the girls met? How do the pictures help you understand what happened?

Page 22 - Anne and Cecile seemed to have a lot of fun. How do the pictures show that?

Page 28 - What happened at the end of the story?

Time to Reflect

Think - What kinds of words helped you visualize while reading **The Other Side**? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk - Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character moved, or an action? Remember to ask your partner to share important images too.

Reflect - Think about the words in **The Other Side**. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Other Side**. (Remember to include examples from the book!)

©BookPages.com

Synthesizing

1 Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Synthesize While Reading

- Look for pieces of information from different parts of the text
- Put the pieces together to understand the whole

2 Learn About Comprehension Strategies

4 Notice the Work You Did While Reading

- Think
- Talk
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook

Page 2 - Have you ever climbed over a fence? Make a **link to self** connection. What was on the other side?

Page 5 - What is being the story? How do you think about the girl sitting on the fence in her raincoat? How do the pictures help you understand what happened?

Page 12 - How do you think about the girl sitting on the fence in her raincoat? How do the pictures help you understand what happened?

Page 24 - How do you think about the girls watching the whole world and them from the fence? How do the pictures help you understand what happened?

Page 27 - How do you think about the author writing that somebody's going to knock the fence down? How do the pictures help you understand what happened?

Time to Reflect

Think - How did you think things change when you read **The Other Side**? How did you think about the girl sitting on the fence in her raincoat? How do the pictures help you understand what happened?

Talk - Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character moved, or an action? Remember to ask your partner to share important images too.

Reflect - Think about the words in **The Other Side**. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Other Side**. (Remember to include examples from the book!)

©BookPages.com

Answer Key for Retelling and Summarizing with The Other Side

Your Turn to Practice Retelling and Summarizing with The Other Side

Page 5: What is the setting so far in this story? Is the setting important? Why or why not?

Answer Key for Identifying the Author's Purpose with The Other Side

Your Turn to Practice Identifying the Author's Purpose with The Other Side

Page 2: What does the author want you to know about the fence and the town?

Answer Key for Making Connections

Your Turn to Practice Making Connections with The Other Side

Page 5: Have you ever climbed over a fence? Make a **link to self** connection. What was on the other side?

Answer Key for Visualizing with The Other Side

Your Turn to Practice Visualizing with The Other Side

Page 2: Notice the parts of the setting the author describes. How does the picture add more details to the setting?

Answer Key for Synthesizing with The Other Side

Your Turn to Practice Synthesizing with The Other Side

Page 5: Who is talking the story? What do you notice about how she feels about including the other girl jumping rope?

Page 12: How do you think about the girl sitting on the fence in her raincoat? How does the picture match the rest of the text?

Page 14: The author finally reveals the two girls' names. What are their names and what else do you learn about them?

©BookPages.com

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing
Title: _____
 Is it fiction or nonfiction?
 Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
 1. Answer each of the questions.
 2. Carefully cut out the dotted lines.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

Making Connections
Title: _____
 Think about the book. What does the book remind you of?
 What type of connection did you make?
 Text to Self Text to Text Text to World
 Draw a picture of your connection in the box below:

Directions:
 1. Answer each of the questions.
 2. Carefully cut out the dotted lines.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Identifying the Author's Purpose
Title: _____
 Who is the author of your book?
 What was the author's purpose for writing this book? How do you know?
 To Persuade To Inform To Entertain
 I know because...
 What do you think the author wanted you to think about while reading this book?
 Draw a picture of the most important thing that the author made you think about while reading.

Directions:
 1. Answer each of the questions.
 2. Carefully cut out the dotted lines.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Visualizing
Title: _____
 What page did you use to practice visualizing?
 Draw a picture of your mental image in the space below:
 Write down some of the words that the author used to help you make this picture in your mind.
 Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

Directions:
 1. Answer each of the questions.
 2. Carefully cut out the dotted lines.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Visualizing

Synthesizing
Title: _____
 At first I was thinking...
 My new thinking is...
 I used to think...
 Because...
 Because...
 But now I think...
 Because...
 My new thinking is...
 Now I understand...
 After thinking about...
 Because...
 Because...
 Conclude...
 Because...

Directions:
 1. Answer each of the questions.
 2. Carefully cut out the dotted lines.
 3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections
The Other Side
By: Jaqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Important Words to Know and Understand in "The Other Side"

Believe
To accept or regard (something) as true

Bought
To get (something) by paying money for it

Climbed
To move or go up (something) using your feet and often your hands

Fence
A structure like a wall built outdoors usually of wood or metal that separates two areas or prevents people or animals from entering or leaving

Middle
In a state or place between two things or people

Partners
Someone who participates in an activity or game with another person

Polite
Having or showing good manners or respect for other people

Splashing
To cause (water or another liquid) to move in a noisy way or messy way

Stretched
To pull (something) so that it becomes flat and smooth and goes across a surface or area

Sweater
A warm usually knitted piece of clothing for the upper part of your body

Vocabulary Word List | ©BookPagez.com

Important Words to Know and Understand in The Other Side Word List

Vocabulary Connections
The Other Side
By: Jaqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Believe	Bought	Climbed
Fence	Middle	Partners

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections
The Other Side
By: Jaqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Believe	Bought	Climbed
To accept or regard (something) as true	To get (something) by paying money for it	To move or go up (something) using your feet and often your hands
Fence	Middle	Partners
A structure like a wall built outdoors usually of wood or metal that separates two areas or prevents people or animals from entering or leaving	In a state or place between two things or people	Someone who participates in an activity or game with another person

Definition Vocabulary Sorting Cards | ©BookPagez.com

Word and Definition Sorting Cards

Vocabulary Connections
The Other Side
By: Jaqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Fence is a/an noun verb adverb adjective Definition of Fence : 	Middle is a/an noun verb adverb adjective Definition of Middle : 	Partners are a/an noun verb adverb adjective Definition of Partners :
Fence looks like this: 	Middle looks like this: 	Partners look like this:
Fence reminds me of: 	Middle reminds me of: 	Partners remind me of:
I saw this word in: 	I saw this word in: 	I saw this word in:

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Interactive Vocabulary Notebook Cards

Word Games
with Words from The Other Side

Collect the vocabulary words and write them in ABC order.

personal climbed bought splashing
fence polite partners
believe sweater stretched

Write them in ABC order.

limbed bought splashing
polite partners
wearer stretched

Believe
Bought
Climbed
Fence
Partners
Personal
Splashing
Stretched
Sweater

Draw a picture of something that you believe in.

This can keep you warm. What is this?
Sweater

Name: _____

Word Games and Answer Key

Vocabulary Connections
Name: _____

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect it to the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Directions:
1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPagez.com

Vocabulary Word Extension Activities

Personalized Vocabulary Bookmark

Vocabulary Connections
The Other Side
By: Jaqueline Woodson
Grade Level: 2 / Guided Reading Level: M

The Other Side
By Jaqueline Woodson

A new word that I learned in this book is: _____
It means: _____
It reminds me of: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPagez.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Jaqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
Final syllable -le and consonant + le

Background:
Final syllable in words that end with the /l/ sound are often spelled with -le. However, many times there is a consonant before the -le and words follow the consonant + le pattern.

Word Work
By: Jaqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Step 1: Introduce the Focus of Word Work

Introduce Final syllable -le

- Write the words "apple", "table", and "little" on the chart.
- Ask students what these three words have in common.
 - The words end in -le.
 - All of the words are 2 syllables.
- Explain that one common way to spell the /l/ sound at the end of a word is -le. However, the syllable break in these words causes the -le to be connected to a consonant.
 - Apple = -ple
 - Table = -ble
 - Little = -tle
- Ask students to brainstorm more words that follow this pattern.
- Add the words to the list.
- If students share words that end with the /l/ sound, but are not spelled with -le, create an "other" column.
- Explain that there are other ways to spell the /l/ sound, but this lesson focuses on -le.

Sample Anchor Chart

-le consonant	Other
Apple	Oval
Table	Amal
Little	Amal
Simple	Towel
Mistle	Wool

Materials and Preparation:

- A Copy of *The Other Side*
- Chart paper
- "c + le" Sorting Cards
- "c + le" Sorting Mat
- Scissors
- Consonant + le Clue Match
- Optional - Word Detective

Step 2: Connect Word Work to Reading

Final syllable -le in the Text

- Explain that the author used words ending in -le in the book *The Other Side*.
- Read page 9 and ask students to raise their hand if they hear a word that ends in consonant + le.
- Explain that they may hear the word that ends with consonant + le and an "s" is added on (puddles).
- Add the word puddle to the chart.
- Explain that you will read the book from beginning to end and ask the students to pay attention to words that follow the -le or consonant + le spelling pattern.
- Remind students to be polite and raise their hands when they hear a word and you will call on them when you have finished reading the page.

Examples of the Instructional Focus

Puddle Middle Smile Whole

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
By: Jaqueline Woodson
Grade Level: 2 / Guided Reading Level: M

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with precut cards).
- Explain that the words on their cards are all Consonant + le words.
- Provide each student with a sorting mat.
- Read the instructions on the sorting mat to the class.
- Model how to sort one word into the correct category on the sorting mat.
- Allow students to sort the words independently.
- The words can be placed on the mat, then cleared for repeated use or the words can be glued to the mat.
- Monitor students as they work.

Step 4: Independent Word Work Practice

Practice Page

- Pass out Consonant + le Clue Match to each student.
- Read the instructions to the class.
- Ask the students to complete the page.
- Monitor students as they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for words with final syllable -le in the book they read. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

"c + le" Sorting Cards
Interactive Activity

Directions: Cut out the sorting cards below. Use the cards to play the interactive activity.

cable	maple	cradle	beetle	twinkle
double	staple	noodle	cattle	sprinkle
noble	ripple	puddle	gentle	freckle
fable	simple	candle	turtle	lackle
gamble	people	bundle	kettle	crackle

"c + le" Sorting Mat
Interactive Activity

	-le	-tle	-kle

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Final syllable -le and consonant + le
Extension Activity

Directions: Be a word detective!

Be on the lookout for words with final syllable -le and consonant + le while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Consonant + le Clue Match
Word Work Practice Page

Directions: Read the clues below. Then select a word from the word bank that matches the clue.

Word Bank

fable	simple	maple	candle	turtle
cradle	kettle	puddle	crackle	cattle

- An animal with a hard shell _____
- Used to heat up water _____
- A story that teaches a lesson _____
- Made of wax and a wick to make light _____
- Something that is easy to understand _____
- A sound from wood burning in a fire _____
- A baby's bed _____
- Water that gathers after it rains _____
- Animals raised for beef _____
- A type of tree _____

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record

Title: *The Other Side* Guided Reading Text Level: M Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 80% - 87% Accuracy
-----------------------------	-------------------------------------	----------------------------

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	That summer the fence that stretched through our town seemed bigger. We lived in a yellow house on one side of it. White people lived on the other. And Mama said, "Don't climb over that fence when you play." She said it wasn't safe.				
4	That summer there was a girl who wore a pink sweater. Each morning she climbed up on the fence and stared over at our side.				

Tested By: _____ ©BookPagez.com

Running Record Assessment

<p>The Other Side CCSS Assessment</p>	<p>Name: _____</p> <p>Score: / 9</p>
<p>Directions: Use what you know about <i>The Other Side</i> to answer each of the following questions.</p>	
<p>1. Which of these is an important detail to understanding why it took so long for Annie and Clover to become friends?</p> <p><input type="radio"/> A They were both very shy and did not like being outside.</p> <p><input type="radio"/> B They did not go to the same school.</p> <p><input type="radio"/> C They lived far away from each other.</p> <p><input type="radio"/> D It takes place during a time when white people and black people were separated.</p>	
<p>2. What lesson can we learn from the girls becoming friends?</p> <p><input type="radio"/> A You can only be friends with people</p> <p><input type="radio"/> B We should not be separated because</p> <p><input type="radio"/> C It is very dangerous to sit on top of a</p> <p><input type="radio"/> D Summers can be long and hot.</p>	
<p>3. How did Clover's mother react when she saw her girls playing together?</p> <p><input type="radio"/> A She watched and later asked Clover</p> <p><input type="radio"/> B She got very angry and told Clover</p> <p><input type="radio"/> C She invited both girls in for a snack.</p> <p><input type="radio"/> D She made Clover promise she would</p>	
<p>4. Why did the author repeat "that summer" many times?</p> <p><input type="radio"/> A She wanted you to know school was</p> <p><input type="radio"/> B She couldn't think of another way to</p> <p><input type="radio"/> C That summer was different, special, a</p> <p><input type="radio"/> D Clover won't forget that summer because</p>	
<p>5. What do we find out at the very beginning that tells us about the town and the people there? (RL.2.5)</p> <p><input type="radio"/> A Clover's house is yellow.</p> <p><input checked="" type="radio"/> B There is a fence through the town to separate the white and black people.</p> <p><input type="radio"/> C It is summertime.</p> <p><input type="radio"/> D They live in the country and hang their laundry to dry.</p>	
<p>6. How do the adults and the children see the fence differently? (RL.2.6)</p> <p><input type="radio"/> A They built it for the kids to sit on after they play.</p> <p><input type="radio"/> B The adults are tired of it, but the kids like to climb it.</p> <p><input checked="" type="radio"/> C The adults use it to separate, but the kids don't let it stop them from being friends.</p> <p><input type="radio"/> D The fence is good to keep the cows and horses from getting out.</p>	
<p>7. What can we learn about the setting from the illustrations? (RL.2.7)</p> <p><input checked="" type="radio"/> A It was a small country town in the past, but not too long ago.</p> <p><input type="radio"/> B It is a story that takes place in the future.</p> <p><input type="radio"/> C Big cities separated people with fences long ago.</p> <p><input type="radio"/> D Places like this could never really exist.</p>	
<p>8. How do Sandra and the other girls change from the beginning of the story to the end? (RL.2.9)</p> <p><input type="radio"/> A Even though Clover plays with Annie, Sandra and the other girls stay away.</p> <p><input type="radio"/> B At first, they are good friends with Annie, but stop playing with her that summer.</p> <p><input type="radio"/> C The other girls don't change at all.</p> <p><input checked="" type="radio"/> D At first, they did not want to play with Annie at all, but by the end, they do.</p>	
<p>9. Based on the last lines of the book, what do the girls hope will happen in their town? (RL.2.10)</p> <p><input checked="" type="radio"/> A The fence will come down, and people will stop being separated.</p> <p><input type="radio"/> B School will start again soon.</p> <p><input type="radio"/> C Someone will build a new fence.</p> <p><input type="radio"/> D The girls will knock down the fence.</p>	
<p>CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com</p>	

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)


Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
It takes a while for Annie and Clover to become friends in the story **The Other Side**.
If you see someone playing alone, how can you invite that person to play? Write five questions you could ask someone if you were to invite them to play. Next time you see someone playing alone, try to use your questions to make a new friend.

- 1.
- 2.
- 3.
- 4.
- 5.



Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Other Side Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Other Side" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RI.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RI.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RI.4 - Describe the overall structure of a story, including describing how the beginning introduces the conflict and the ending concludes the action.</p> <p>RI.5 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1B - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p> <p>The Other Side CCSS Alignment ©BookPagez.com</p>	<p>The Other Side Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Other Side" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Author's Purpose Lesson Plan and Resources</p> <p>Reading Literature</p> <p>RI.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RI.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RI.4 - Describe the overall structure of a story, including describing how the beginning introduces the conflict and the ending concludes the action.</p> <p>RI.5 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words with sufficient accuracy and fluency to support comprehension.</p> <p>Listening</p> <p>SL.1B - Build on others' talk in conversations by linking their comments to the remarks of others and describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p> <p>The Other Side CCSS Alignment ©BookPagez.com</p>	<p>The Other Side Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Other Side" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Common Core State Standards Correlation</p> <p>Reading Literature</p> <p>RI.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.3 - Describe the overall structure of a story, including describing how the beginning introduces the conflict and the ending concludes the action.</p> <p>RI.5 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1B - Build on others' talk in conversations by linking their comments to the remarks of others, often key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p> <p>The Other Side CCSS Alignment ©BookPagez.com</p>	<p>The Other Side Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Other Side" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Common Core State Standards Correlation</p> <p>Reading Literature</p> <p>RI.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.3 - Describe the overall structure of a story, including describing how the beginning introduces the conflict and the ending concludes the action.</p> <p>RI.5 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1B - Build on others' talk in conversations by linking their comments to the remarks of others, often key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p> <p>The Other Side CCSS Alignment ©BookPagez.com</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>The Other Side Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Other Side" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.2.6 - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.8 - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.9 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>The Other Side CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>The Other Side Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Other Side" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>The Other Side CCSS Alignment ©BookPagez.com</p>

Word Work
Common Core Alignment

Student Facing Resources in Spanish for The Other Side Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir con The Other Side (El otro lado)

Página 5:
Cúal es el escenario hasta hora en este cuento? ¿Es importante? ¿Por qué o por qué no?

Página 10:
¿Quiénes son los personajes principios en el cuento? ¿Qué sabes de ellos?

Página 17:
¿Qué pasó después de la lluvia? ¿Qué hicieron las chicas?

Nombre: _____



Page by Page Guided Questions


Answer Key

Volver a contar y resumir con The Other Side (El otro lado)

Página 5:
Cúal es el escenario hasta hora en este cuento? ¿Es importante? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: El escenario de este cuento es la cerca que recorre la ciudad. El escenario es importante porque la cerca es la razón que el protagonista tiene que quedarse en su lado de la cerca. La cerca nos dice que todavía hay segregación.

Página 10:
¿Quiénes son los personajes principios en el cuento? ¿Qué sabes de ellos?
Las respuestas varían. Podrían incluir: Los protagonistas son dos chicas. Una chica es negra y vive en un lado de la cerca. La otra chica es blanca. Ella vive en el otro lado de la cerca.

Página 17:
¿Qué pasó después de la lluvia? ¿Qué hicieron las chicas?
Las respuestas varían. Podrían incluir: Las chicas hablaron una a otra y se sentaron juntas en la cerca.

Clave de respuestas | 

Sample answers written in Spanish

Hacer Conexiones con The Other Side (El otro lado)

Tu turno para practicar: Hacer Conexiones con The Other Side (El otro lado)

Página 2:
¿Alguna vez habías jugado con mi pelota?
Las respuestas varían.

Página 5:
¿Alguna vez has subido por una cerca?
Las respuestas varían.

Página 19:
¿Alguna vez has jugado con alguien y no te dejaron?
Las respuestas varían.

Nombre: _____

Identifica el propósito del autor con The Other Side (El otro lado)

Tu turno para practicar: Identifica el propósito del autor con The Other Side (El otro lado)

Página 2:
¿Qué quiere el autor que sepas sobre la cerca y la ciudad?

Página 8:
¿Por qué crees que la madre le dijo a la niña que no la mirara?
Las respuestas varían.

Página 13:
¿Cómo se siente la chica después de la lluvia para? ¿Por qué son los sentimientos de ella importantes al cuento?

Nombre: _____

Visualizar con The Other Side (El otro lado)

Tu turno para practicar: Visualizar con The Other Side (El otro lado)

Página 2:
Observe las partes del escenario que el autor describe. ¿Cómo añade más detalles al escenario?

Página 9:
¿Qué visualizas cuando lees sobre la chica sentada en su impermeable?
Las respuestas varían.

Página 13:
El autor describe el escenario con muchas palabras. ¿Cuáles palabras usó para describir el escenario? ¿Cómo las palabras te ayudan para visualizar el escenario?

Nombre: _____

Sintetizar con The Other Side (El otro lado)

Tu turno para practicar: Sintetizar con The Other Side (El otro lado)

Página 5:
¿Quién está contando el cuento? ¿Qué notas sobre cómo se siente por incluir a la otra chica?
Las respuestas varían.

Página 12:
¿Qué más curiosidad te da sobre la madre?
Las respuestas varían.

Página 14:
Finalmente, el autor revela los nombres de las chicas. ¿Cúales son los nombres de las chicas y qué más sabes de ellas?

Nombre: _____

Making Connections

Identifying the Author's Purpose

Visualizing

Synthesizing

Writing About Reading with Optional CCSS Alignment

“I Can” Statement written in Spanish

Strategy and Text Based Reader’s Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Valer a contar y resumir
Título: _____
¿De qué se trata el libro?
¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja.

Antes	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que habla en el libro?

Instrucciones:
1. Completa cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Making Connections

Hacer conexiones
Título: _____
Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

text a text
 text to world

Haz un dibujo de la conexión abajo.

Instrucciones:
1. Completa cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Author's Purpose

Identificar el propósito del autor
Título: _____
¿Quién es el autor de tu libro?
¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para persuadir
 Para informar
 Para entretener

Yo sé porque...

¿Qué piensa que el autor quería que pensamos mientras estamos leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estás leyendo.

Instrucciones:
1. Completa cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Visualizing

Visualizar
Título: _____
¿Qué página usaste para practicar a visualizar?
Haz un dibujo de lo que imaginas en el espacio abajo.

Escribe algunas de las palabras que el autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:
1. Completa cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Synthesizing

Sintetizar
Título: _____
Al principio yo estaba pensando... Ahora pienso... Antes yo pensaba... Después de pensar sobre...
Porque... Porque... Porque...
Porque... Porque... Después de pensar sobre...
Porque... Porque... Puedo concluir que...
Porque...

Instrucciones:
1. Completa cada pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Retelling and Summarizing

Making Connections

Author's Purpose

Visualizing

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

Toma un tiempo para que Annie y Clover se hacen amigos en el cuento El otro lado.

Si ves a alguien jugando solo, ¿Cómo puedes invitarle a jugar? Escribe cinco preguntas que podrías hacerle a alguien si las invitás a jugar. El próximo vez que veas a alguien solo, trata de usar esas preguntas para hacer un amigo nuevo.

1.

2.

3.

4.

5.

